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# **The integration of social responsibility and sustainability in practice: exploring attitudes and practices in Higher Education Institutions**

Walter Leal Filho, Federica Doni, Valeria Vargas, Tony Wall, Ann Hindley, Lez Rayman-Bacchus, Kay Emblen-Perry, Jennifer Boddy, Lucas Veiga Ávila

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## **Abstract**

The demands placed on Higher Education Institutions (HEIs) to deliver sustainability initiatives alongside their long-standing social responsibility commitments has been recognised in literature. However, how these interrelate in practice continues to be relatively unexplored. The extant literature suggests that the integration of the two connected agendas can be problematic due to a range of factors, including a general lack of awareness or even misconceptions of the respective agendas. This paper explores the attitudes and practices related to the integration of social responsibility and sustainability initiatives at HEIs. Theoretically, this study highlights the ongoing relative positioning and importance of economic factors – as it relates to differentiation rather than integration – over others such as social responsibility and sustainability. The main implication of this study is that provide useful insights into how HEIs can closer integrate two contemporary but potentially competing agendas.

**Key words:** sustainability; universities; social responsibility; institutions; awareness

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## 1. Introduction

The role of universities in contemporary society has been described as catalytic in re-orienting society towards cleaner forms of production (e.g. Aleixo, et al, 2018) through sustainable development (Leal Filho, Manolas, Pace, 2015).

This role has been translated into practice in a diversity of ways, including sustainability reporting, education for sustainable development curricula (Aleixo, et al, 2018), as well as awareness-raising initiatives that promote interest in global and local understandings of climate change, poverty and the scarcity of food, energy and water (Disterheft et al., 2015; Amran et al., 2016; Sullivan and Gouldson, 2017, Gusmão Caiado et al., 2017; Aleixo, et al, 2018). At the same time, universities have a long standing ontological commitment to wider society and indeed the processes of re-orienting society towards cleaner production with a focus on the needs of both the land and people (Bizerril et al, 2018). It is unclear, however, the extent to which social responsibility (SR) and sustainable development agendas have been integrated in organisational practices of HEIs. The extant literature highlights that integrating sustainability and social responsibility into organizational practice leads to not only reducing negative environmental impacts and improved social impacts, but also better governance (Ntim and Soobaroyen, 2013), improved financial performance (Saeidi, Sofian, Saeidi, Saeidi and Saeidi, 2015), and improved assessment of institutional quality (Weerts and Sandemann, 2010; Persons, 2012). At the same time however, although HEIs can potentially have local, national and international influence due to their population size, scope and affluence, the implementation of sustainability initiatives alone can be complex and problematic with a variety of barriers such as lack of leadership, lack of resources, and misconceptions (Sedlacek, 2013; Dyer and Dyer, 2017; Leal Filho, 2011).

Taken together these ideas suggest *integration* involves the development of a shared understanding of the two fields (SR and sustainability), and functional engagement throughout the organisational

hierarchy. Clearly, simultaneously we can expect barriers to integration, in the form of misunderstanding, resource constraints, and weak leadership commitment.

The aim of this study is to therefore explore the integration of social responsibility and sustainability initiatives within the context of HEIs, in terms of three elements: practices and principles; scope of responsibility and scale of involvement; and Potential Barriers and Organisation Structural Conditions. The contribution of this paper is threefold. First, our findings provide new insights into perceptions around the everyday practices and principles that shape social responsibility or sustainability in HEIs. Second, our findings reveal the level of engagement and commitment by staff and other key HEIs stakeholders. Finally, this study highlights participant perceptions about the barriers and drivers to effectively integrating SR and sustainability in HEIs. Together, these aspects help generate a theoretical contribution which illustrates the differential conceptualisations of social responsibility and sustainability as well as relative positioning within organisational practice (Whetten, 1989).

This paper is organized as follows. The next section reviews the literature on a number of factors related to the integration of social responsibility and sustainability. This is followed by a description of the *Methodology*, involving a global survey targeted at HEIs. *Results and Analysis* follow, where the survey responses are analysed and organised around three broad areas that resonate with some of the main themes of the literature review: practice and principles; scope of responsibility and scale of involvement; and potential barriers and organisation structural conditions. The *Discussion* then highlights area of agreement and variation with the literature. Theoretically, this highlights the ongoing relative positioning and importance of economic factors – but also differentiation – over others such as social responsibility and sustainability. In keeping with the aim of this study, implications for HEI institutional strategy and policy are discussed, which forms part of the *Conclusion*.

## 2. Literature Review

Despite the widespread use of the concept of CSR in academia, industry and society, it is still difficult to provide a clear definition of SR (Sheehy, 2015). Although there is a large number of studies focused on mapping this field (see, for example, Baden and Harwood, 2013), the lack of a consensus about what

social responsibility means, or how (or whether) it should be differentiated from related concepts (e.g., corporate citizenship) remains a major weakness for practice development (Whitehouse, 2003). Over a decade ago, six characteristics of SR recurred in the literature: economic, social, ethical, stakeholders, sustainability, and voluntariness (Dahl, 2008), highlighting how SR is entangled with the notion of sustainable development (World Commission on Environment and Development, 1987). In a broad sense, while social responsibility speaks of an organisation's social contract with societal stakeholders; sustainable development may be seen as a principle of justice, having both intra- and inter-generational reach (Sarkar and Searcy, 2016). Sustainability is linked with SR and sustainable development and is concerned with equitably balancing the interconnected needs of the environment, the economy and society, both in the present and into the future, and both locally and globally (Berkes, 2017). While the relationship between SR and sustainable development is complex, SR is often viewed as a key driver of global sustainable development (Kolk and Van Tulder, 2010; Sarkar and Searcy, 2016; Vargas et al, 2019).

Many scholars recognise a need to develop tools to establish and monitor HEIs sustainable development practices (Alonso-Almeida et al. 2015; Urbanski and Leal Filho, 2015). For example, Setò-Pamies and Papaoikonomou (2016) propose HEIs pursue a multi-level strategy involving institutional, curricula, and instrumental mechanisms (see also, Sammalisto and Arvidsson, 2005). In order for sustainability to be embedded in HEIs, organizational changes are required (Exter et al., 2013), along with the active participation of students, faculty and staff in sustainability initiatives (Tilbury et al., 2005). Dobson (2007) argues that approaches that promote environmental citizenship are valuable in promoting long-term attitudinal change, while approaches that emphasise the importance of structural institutional conditions, such as economic structures, are more influential in creating short-term behavioural change. Other scholars argue that HEIs must focus on: 1) the responsible practice of HEIs; and 2) the education of socially responsible graduates. Thus, HEIs must practice good social responsibility, act as role models that identify innovative sustainability practices (Cortese, 2005), become stewards of the natural environment through effective and efficient use of natural resources (Creighton, 2013), promote healthy lifestyles among students (Ahmad, 2012), and prepare students for life in society (Rauen et al., 2013).

Although some educational institutions and universities have adopted sustainable development principles (Cortese, 2003; Calder and Clugston, 2003), their wider implementation is criticised for not extending far enough (Alonso-Almeida et al., 2015). In particular, HEIs current and future environmental impacts have yet to be managed in a proactive manner (Ahamad, 2012). For many HEIs, social responsibility and sustainable development are still dependent on individual actions and holistic and integrated approaches are lacking (Lee et al., 2013; Milutinovic and Nikoli, 2014; Sammalisto et al., 2015; Baker-Shelley et al., 2017). For example, the incorporation of social responsibility in strategic plans in Spain (and elsewhere) is still linked to pressure exerted by institutional forces such as funding (Larràn et al., 2016). Globally, despite the existence of several initiatives to stimulate changes (Roos, 2017; Storey et al, 2017), there is substantial variation in perceptions of social responsibility and sustainability among faculty and staff (Sammalisto et al., 2015; see also Samalisto and Arvidsson, 2005; Perez-Batres et al., 2011; Lozano et al., 2013; Wright and Wilton, 2012), as well as resistance to change, and financial and resource barriers (Wright and Wilton, 2012).

The planning and implementation of sustainability policies within institutions' agendas can stimulate new strategic activities (Vagnoni and Cavicchi, 2015). However, the heterogeneous and fragmented way in which university systems try to effectively implement new sustainable actions (Vagnoni and Cavicchi, 2015) reveal the need to analyze in-depth the process by which social responsibility is integrated into these institutions' sustainable development policies.

~~The process of institutionalization of sustainability efforts is absolutely crucial, especially in HEIs (Lozano, 2006; Wals, 2014). An HEI's role is, in part, to educate society to address global challenges in the consumption of, and competition for, natural resources (Gamage and Sciulli, 2016). Students, staff and professional campus services operate within an environment characterized by high resource consumption and waste production, which Bernheim (2003) argues presents a learning opportunity that can promote sustainability knowledge and personal values informed by environmental ethical sensitivities. Social experiences and the campus environment contribute to this learning opportunity and development of values (Cotton et al., 2016); campus experience will therefore affect student satisfaction (Temple et al. 2014) and influence decision makers in communities, organisations and politics, more than 80% of whom are university graduates (de Lange, 2013).~~

~~The planning and implementation of sustainability policies within institutions' agendas can stimulate new strategic activities and new accounting technologies (Vagnoni and Cavicchi, 2015), although some studies have emphasised weaknesses and limitations in the environmental management systems adopted by HEIs (Clarke and Kouri, 2009; Wright and Wilton, 2012). That said, the heterogeneous and fragmented way in which university systems are trying to effectively implement new sustainable actions (Vagnoni and Cavicchi, 2015) reveal the need to analyze in depth the process by which social responsibility is integrated into these institutions' sustainable development policies.~~

~~Despite the widespread use of the concept of (Corporate) Social Responsibility in academia, industry and society, it is still difficult to provide a clear definition of social responsibility (Sheehy, 2015).~~

There is an ambiguity about the exact meaning of social responsibility and a growing usage of different definitions (Fifka, 2009) leading to the lack of a common understanding about social responsibility, which makes it difficult for organizations to report on this topic (Nielsen and Thomsen, 2007; Searcy et al., 2016). Although there is a large number of studies focused on mapping this field (see, for example, Garriga and Mele, 2004; Carroll and Shabana, 2010; Gond and Moon, 2011; Aguinis and Glavas, 2012; Baden and Harwood, 2013), the lack of a consensus about what social responsibility means, or how (or whether) it should be differentiated from related concepts (e.g., corporate citizenship) remains a major weakness (Whitehouse, 2003). Although some scholars have tried to formulate new or renewal definitions of social responsibility, the common academic approach aims at describing or classifying organizational characteristics or behaviours as social responsibility manifestations without addressing the core issue of the phenomenon (Sheehy, 2015; Sarkar and Searcy, 2016).

From an institutionalist view social responsibility has been considered as an institutional response at a higher institutional level (Sahlin-Andersson, 2006; Levy and Kaplan, 2008; Amstutz, 2011; Scherer and Palazzo, 2011; Avetisyan and Ferrary, 2013) or as an emergent “global business norm” (Djelie and Sahlin-Andersson, 2006; Muhle, 2011). An interesting study extends the area of social responsibility definitional database (Dahl, 2008) identifying six common characteristics that recur in the concept of social responsibility namely, economic, social, ethical, stakeholders, sustainability, and voluntariness, highlighting that social responsibility is not a synonym of environmental management or business ethics (Sarkar and Searcy, 2016). Intertwined with social responsibility is the notion of Sustainability and Sustainable Development (World Commission on Environment and Development, 1987). While social responsibility speaks of an organisation’s social contract with societal stakeholders (i.e. not limited to shareholders), sustainability may be seen as a principle of justice, having both intra and inter-generational reach. Both social responsibility and sustainability involve an obligation owed by all organisations to protect both the environment and social justice. Achieving sustainability requires a paradigm shift from pursuing unconditional economic growth to pursuing sustainable development (Elkin, 1993), presenting all institutions, including HEIs, with the challenge of reconciling economic growth with environmental protection and social justice. Moreover, the UN Convention on Climate Change (UNFCCC, 1994) further sharpens HEI thinking about their environmental impacts, in terms of measurable carbon emissions. There is no shortage of generic frameworks to help organisations measure their impacts, including the Triple Bottom Line (Elkington, 1998) and the Global Reporting Initiative, alongside those tailored for HEIs, such as the *Green Gown Awards* and *People & Planet University League*. We would expect these conventions and frameworks to provide strong motivation and the means for HEIs, the traditional bastion of progressive liberal ideals, to fully engage with social responsibility and sustainability.

Pursuing an agenda of integrating sustainability and social responsibility into organizational practice leads to not only reducing negative environmental impacts and improved social impacts (with multiples stakeholders), but also better governance (Ntim and Soobaroyen, 2013), improved financial performance (through enhanced reputation and customer satisfaction) (Saeidi, Sofian, Saeidi, Saeidi and Saeidi, 2015), and improved assessment of institutional quality (Weerts and Sandemann, 2010). It also influences organizational value and sustains their activities in the future, encouraging them toward higher efficiency in the use of their resources, taking greater responsibility for their actions, and searching for higher returns on their investments (IMA, 2008; Persons, 2012). The assessment of the relationship between social responsibility, sustainability and sustainable development seems awkward, but social responsibility is often viewed as a key driver of global sustainable development (Kolk and Van Tulder, 2010; Sarkar and Searcy, 2016), which has become an urgent goal, especially after the recent adoption by the United Nations of the 17 Sustainable Development Goals (SDGs). That said, the need to embrace social responsibility is no longer addressed solely by corporations (Griffin and Prakash, 2014) but also by associations, multilateral organizations such as the United Nations and Organizations for Economic Co-operation and Development (OECD), and the not-for-profit sector, including institutions and universities (Ahamad, 2012). Thus, the concept of social responsibility is now embraced by a variety of organization types, which provides for a broader based evaluation of the mechanisms that lead to responsible management and the initiatives around “what is considered managing responsibly” (Griffin and Prakash, 2014, p. 469).



In considering strategies for integrating social responsibility and sustainability practices within HEI institutions, there are differing schemas that offer complimentary possibilities. Dobson (2007) reveals two perspectives on how public policy shapes (or blocks) behavioural and attitudinal change: structuralist and voluntarist arguments. The former emphasizes the importance of structural institutional conditions, such as economic structures, as strong influences on people's behaviours and attitudes towards sustainability, while the latter sees individuals as being much less constrained by structural conditions. From a voluntarist view behaviour may be manipulated, such as by financial incentives, which may produce desired behavioural change in the short term, but are less effective in changing underlying attitudes. Strategies framed under a voluntarist perspective might more effectively enable HEIs to achieve integration of social responsibility and sustainability by promoting 'pro-social' attitudes rather than self-interested behaviour (Dobson, 2007, p. 279). Similarly seeking to avoid the structural challenge, Setò-Pamies and Papaoikonomou (2016), propose HEIs pursue a multi-level strategy involving institutional, curricula, and instrumental mechanisms, though as noted elsewhere, achieving internal coherence remains a substantial challenge. Further, as Sammalisto and Arvidsson (2005) found in their study of a Swedish university, there is significant variation in perception about sustainability among faculty and staff and between HEIs. That said, institutions are actively engaged in the integration of sustainability into research and curricula, as well as green buildings, food services, campus operations and community outreach (Zilahy and Huisinigh, 2009; Fonseca et al., 2011; Perez-Batres et al., 2011; Lozano et al., 2013). Sammalisto and Arvidsson (2005) propose a framework for unifying perceptions across the HEI, and for institutionalising sustainable development intelligence.

Education and academic institutions are increasingly required: 1) to provide future business leaders with different competences by integrating sustainability and ethical values into their curricula (Felton and Sims, 2005; Sherman and Hansen, 2010; Tilbury, 2011); and 2) to show that they can carry out everyday activities while at the same time reducing their environmental effect and increasing their positive social impact (Sammalisto and Arvidsson 2005; Alshuwaihat and Abubakar, 2008). The infusion of management education of sustainability with what Armstrong et al (2003) calls 'moral development' and 'virtue' may stimulate future professionals, and consumers to adopt more sustainable practices (Gautschi and Jones, 1998; Kelley and Nahser, 2014), thus meeting society's demands for a responsible economy and students' demands for universities to act sustainably and responsibly. This emanates from students' concerns over wasteful consumption of natural resources (Emanuel and Adams, 2011) and the recognition of the need for knowledge of sustainability practices, which employers are increasingly demanding. In the UK, 85% of graduate employers require candidates to have knowledge of sustainability (Drayson, 2015).

Although some educational institutions and universities in the world have adopted sustainable development principles (Cortese, 2003; Calder and Clugston, 2003) their wider implementation into higher education and research still does not seem to be completely satisfactory (Lozano, 2006, 2011; Fadeeva and Mochizuki, 2010; Ferrer-Balas et al., 2010; Alonso-Almeida et al., 2015). Lozano (2011) highlights the need to develop different tools to address institutions' specific needs, especially regarding university functions such as assessment and reporting (Alonso-Almeida et al., 2015). Therefore, managing social responsibility involves the use of appropriate indicators (Urbanski and Leal Filho, 2015) and human resources able to implement such measurement devices. The institutions' current and future impacts on society have to be managed in a proactive manner to ensure ethical practices in all student and stakeholder relations (Ahmad, 2012). In addition, institutions' key communities have to be identified and engaged by university administrators, faculties, staff, and students as part of good citizenship practices. Thus, several higher learning institutions conduct social responsibility activities providing benefits for their internal and external stakeholders (Ahmad, 2012). That said, two different but related avenues of social responsibility in HEIs have gained growing attention and interest from scholars: 1) the responsible practice of HEIs; and 2) the education of socially responsible graduates. It is crucial that HEIs practice good social responsibility, acting as a role model for the exploration of innovative solutions to environmental sustainability (Cortese, 2005); protection of the environment by demonstrating principles of awareness and stewardship of the natural environment through effective and efficient use of natural resources (Creighton, 2013); promotion of healthy lifestyles among students (Ahmad, 2012) and to prepare students for life in society (Rauen et al., 2013). As universities are the nexus of education and communities they are in a

unique position to lead by example in developing sustainable values and actions; initiate sustainable responses to adverse changes in the climate and accelerate societal transition to sustainable behaviours (Carroll and Shabana, 2010).

HEIs often shape strategies linked to social responsibility initiatives in developing their corporate identity management (Atakan and Eker, 2007; Steiner et al., 2013) and their formal strategic planning (Galbreath, 2010; Jorge et al., 2015) but many programs for social responsibility and sustainable development are still dependent on individual actions so that there is a lack of a more holistic and integrated approach to connect sustainability to all institutional activities and to transform it into practical action (Lee et al., 2013; Milutinovic and Nikoli, 2014; Sammalisto et al., 2015; Baker-Shelley et al., 2017). For example, a study of Spanish universities demonstrates that the incorporation of social responsibility in strategic plans is still linked to pressure exerted by institutional forces such as their funding systems (Larrán et al., 2016). At a global level, despite the existence of several initiatives and guidelines to stimulate the necessary changes in business school education (Roos, 2017; Storey et al., 2017) (such as the UN Principles for Responsible Management Education, the World Business School Council of Sustainable Business, and the Globally Responsible Leadership Initiative, the UN 2030 Agenda and the SDGs), the conversion of knowledge about sustainable development within HEIs reveals complex challenges, including substantial variation in perception of social responsibility and sustainability among faculty and staff within HEIs (Sammalisto et al., 2015). Organizational changes are required if we are to embed sustainability into business schools (Exter et al., 2013), and the active participation of students, faculty and staff in sustainability initiatives represents one of the key drivers of institutional change (Tilbury et al., 2005).

Students now increasingly demand attention to reputational factors around social and environmental responsibility as part of their expectations of a satisfactory university environment. Prospective students frequently include a university's environmental credentials in their selection criteria in deciding where to study (Sterling, 2012). Universities therefore need not only to raise learners' consciousness of a commitment to environmental ethics and social responsibility but also need to demonstrate it through policies and operational processes, so that education is more than simply focusing on students' employability (Rauen et al., 2013). Further, universities are now also assessed against externally calculated league tables, such as the Green League

(<https://peopleandplanet.org/university-league>), which rank their environmental and ethical performance, placing further pressure on universities to act sustainably and responsibly.

Some studies suggest different approaches to disseminating social responsibility and sustainability across an institution's activities and functions, in order to guarantee the successful shift towards sustainability in educational institutions (Warburton, 2003; Setò Paines and Papaoikonomou, 2016). Among several implementation strategies, participatory approaches are considered good practice to support the integration of sustainability issues into the university culture (Disthereft et al., 2015).

### 3. Methodology

#### 3.1 Strategy

The research strategy involves a survey of respondents' perception and understanding of the extent to which HEIs are integrating SR and sustainability principles within their operational practices and curricula development. Informed by the literature review, the survey encapsulates questions arising from the research aim: [1] the perceived relative importance of a mix of SR and sustainability practices and principles; [2] scope of responsibility and scale of involvement; and [3] Potential Barriers and Organisation Structural Conditions.

The survey targeted two university networks, comprising 3000 individuals: the Inter-University Sustainable Development Research Programme (<https://www.haw-hamburg.de/en/ftz-nk/programmes/iusrp.html>); and the World Sustainable Development Research and Transfer Centre (<https://www.hawhamburg.de/en/ftz-nk/programmes/wsd-rtc.html>). These networks comprise a broad range of academic and practitioner staff working within HEIs at all levels, functions, and specialisms, and represent an international community with a shared interest in sustainability issues. This means a non-probability sampling strategy was used, involving a combination of *purposive*, *homogeneous*, and *self-selection* methods (Saunders et al, 2003). This sampling strategy directly addresses respondents with experience of the issues who could provide greater insight to the questions in the survey. The weakness of this sampling method is that it relies on a sufficient number of individuals choosing to participate, to provide a meaningful level of representation.

Nevertheless, these special interest networks provide a useful framework for data collection as they reflect global trends in HEI CSR/SR and sustainability practices. While individual countries do create varying (rather than profoundly different) regulatory approaches to CSR/SR and sustainability, such variation exists both within and across jurisdictions. Further, international goals and conventions (e.g. UN Sustainable Development Goals, UN Framework Convention on Climate Change), and international HEI sustainability networks such as the above promote common ideas and good practices. These agreements and interest groups diminish the significance of national jurisdictions.

### 3.2 Data collection

The three thousand network individuals were emailed inviting them to complete an online questionnaire hosted by Survey Monkey. Data were collected between November and December (2017). The questionnaire comprises 10 closed questions, with Likert scales. In total, 35 responses were received, and 22 completed the survey (13 incomplete responses were removed from the analysis). This represents a response of less than 1%.

### 3.3 Data Analysis

The data was processed using statistical software (SPSS) and associations between social responsibility and sustainability analyzed using multivariate (minimum, maximum, mean, standard deviation and variance) data analysis techniques, following the process recommended by Morrison (1984), Pereira (1999), Montgomery (2001) and Hair et al. (2014). Tables and graphs were generated for each question. Responses to some questions were further examined in search of patterns, from which additional tables were generated. In particular, within the responses to Q1, Q2 and Q3, the pattern of responses to ‘environmental impacts and considerations’ was further examined in order to see the response distribution and therefore better understand the reasons for its ranking in relation to other factor ‘impacts and considerations’. Also, closer examination to responses to Q9 and Q10 shed light on the bifurcation of views here.

### 3.2 Validity and Reliability

In order to guarantee the quality, validity and reliability of the data, the questionnaire was developed by a team of researchers from the Inter-University Research Program for Sustainable Development. A pilot study was carried out with specialists before releasing the questionnaire into the public domain. This poor level of response (<1%) does not provide population representation, but it still provides a basis for suggesting the existence of patterns about SR/sustainability integration in HEIs in: perceptions about principles and practices; levels of internal engagement; and barriers to integration. These patterns might be explored in subsequent studies.

### 4.1 Practices and Principles [Q1 – Q3]

*Q.1 How often do the following considerations feature in your organisation’s sustainability initiatives (e.g. projects or courses)?*

*Q.2 In terms of your organisation’s sustainability initiatives, what is the relative rank order of the following principles? Please place the following principles in relative rank order (1 is the most important through to 10 being the least important)*

*Q.3 In terms of your organisation’s sustainability initiatives, how strong are the following motivation(s)?*

These three questions are related, seeking to explore perceptions around everyday practices and principles regarding ten ‘impacts and considerations’ that shape social responsibility or sustainability, either directly or indirectly. Q1 and Q3 explore the perceived importance of these as part of everyday practices (organized and shared behaviour) within any given HEI: the former (Q1) seeks to assess how often these ‘considerations’ feature in projects/courses; while the latter (Q3) seeks to understand the comparative motivating strength among the same ‘impacts and considerations’. Q2 seeks to draw out perceptions of the relative strength of an HEI’s principles regarding sustainability (shared ideas and rules that underpin behaviour) towards the same issues.

*Note: The coding of Q1 and Q2 is reversed: in Q1 ‘always’ (coded 5) equates to the most important in Q2 (coded 1), and ‘never’ in Q1 (coded 1) equates to the least important. In Q2 (coded 10). In Q2 respondents were asked to rate the ten factors, scoring ‘1’ to most important and ‘10’ as least important.*

#### *Q1 (practice: habituated behaviour around social responsibility & sustainability)*

Respondents perceive that most of the initiatives listed are considered ‘often’, with none ‘always’ considered (Figure 1, Table 1a). ‘Economic impacts’ are ‘often’ considered, receiving the highest score (4.18/5.00), closely followed by ‘stakeholder impacts’ (2<sup>nd</sup>) (3.9/5.00), with ‘Environmental impacts’ coming later in 5<sup>th</sup> place (3.72/5.00), though still under ‘often’ (Figure 1, Table 1a). This means that while almost all factors are considered ‘often’, environmental impacts are some way down the ranking. As Table 1b shows, individual assessments of ‘environmental impacts and considerations’ are distributed across three of the five categories, with ‘sometimes’ emerging as more common than ‘often’ or ‘always’. This highlights a range of perceived everyday practices that are at the right end of the spectrum, but the relative strength of ‘sometimes’ suggests that everyday practice is at the bottom end of what might be regarded as good practice. Respondents perceive two factors as being ‘sometimes’ considered: ‘sustainable development’ (9<sup>th</sup>) (3.36/5.00), and ‘Voluntary impacts’ (3.13/5.00) (10<sup>th</sup>). It is surprising to see ‘sustainable development’ perceived as belonging towards the bottom of this list.

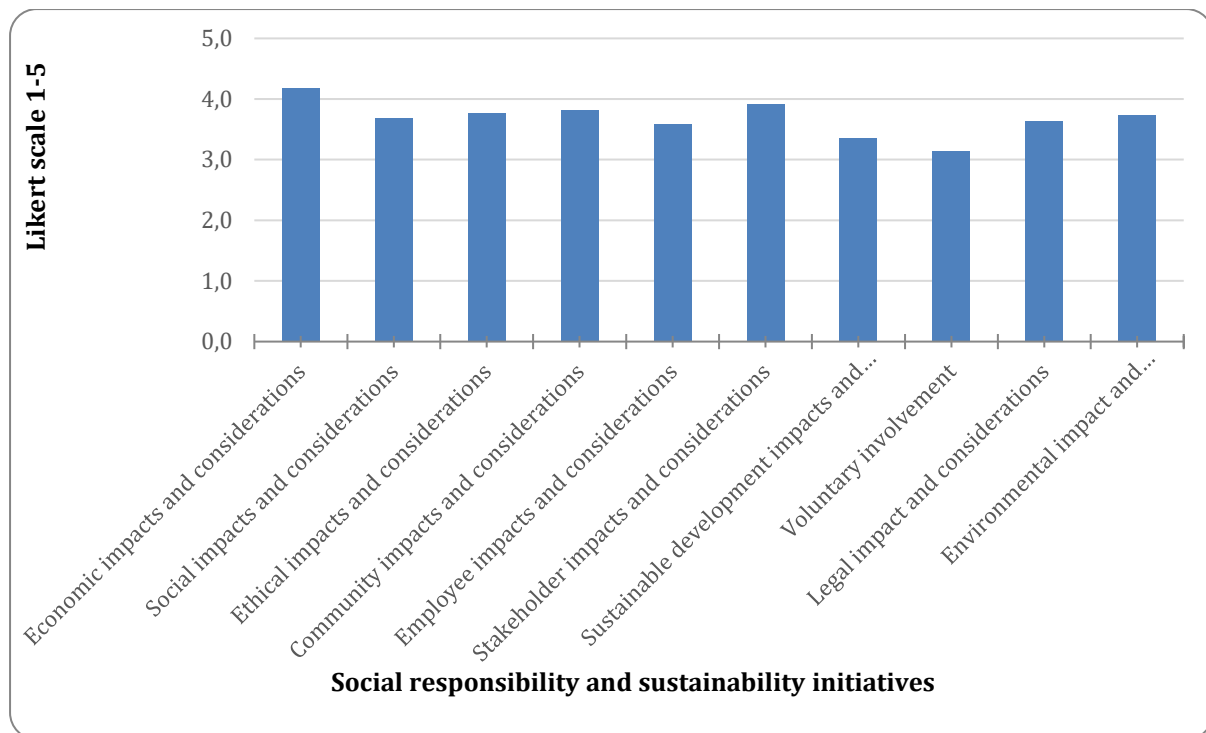


Figure 1: Strength of habituated behaviour around social responsibility and sustainability

Table 1a: Strength of habituated behaviour around social responsibility and sustainability

... impacts and considerations	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Economic	22	2.00	5.00	4.1818	.24296	1.13961	1.299
Social	22	1.00	5.00	3.6818	.25808	1.21052	1.465
Ethical	22	2.00	5.00	3.7727	.21754	1.02036	1.041
Community	22	3.00	5.00	3.8182	.18182	.85280	.727
Employee	22	2.00	5.00	3.5909	.21481	1.00755	1.015
Stakeholder	22	2.00	6.00	3.9091	.23640	1.10880	1.229
Sustainable development	22	1.00	5.00	3.3636	.25942	1.21677	1.481
Voluntary	22	2.00	5.00	3.1364	.21111	.99021	.981
Legal	22	2.00	5.00	3.6364	.27560	1.29267	1.671
Environmental	22	1.00	5.00	3.7273	.22001	1.03196	1.065

Table 1b: Individual assessments of 'Environmental impacts and considerations'

Survey instrument:      Likert scale      Data: respondent

order of importance		scoring frequency
Always	5	6
Often	4	6
Sometimes	3	9
Rarely	2	0
Never	1	1

*Q2 (strength of cultivated attitudes towards sustainability principles)*

‘Economic’ impacts are considered the most important factor, followed by ‘social’, then ‘ethical’ and ‘community’ impacts (Figure 2, Table 2a). Given the topic of the study, this is encouraging as it shows recognition of two pillars of sustainability (economic and social). However, ‘environmental impacts and considerations’ is in 6<sup>th</sup> place, marking it out as being of middling importance. Close examination of individual assessments of ‘environmental impacts and considerations’ (Table 2b) shows a wide range of perceptions about its importance, from most important to least important; indeed, perceptions are clearly divided about its importance with over 36% of respondents seeing it as least important. ‘Sustainable development considerations’ in 9<sup>th</sup> place is just one place ahead of ‘Voluntary impacts’, the latter perceived to be the least important factor. Again it is surprising to see sustainable development near the bottom of the ranking.

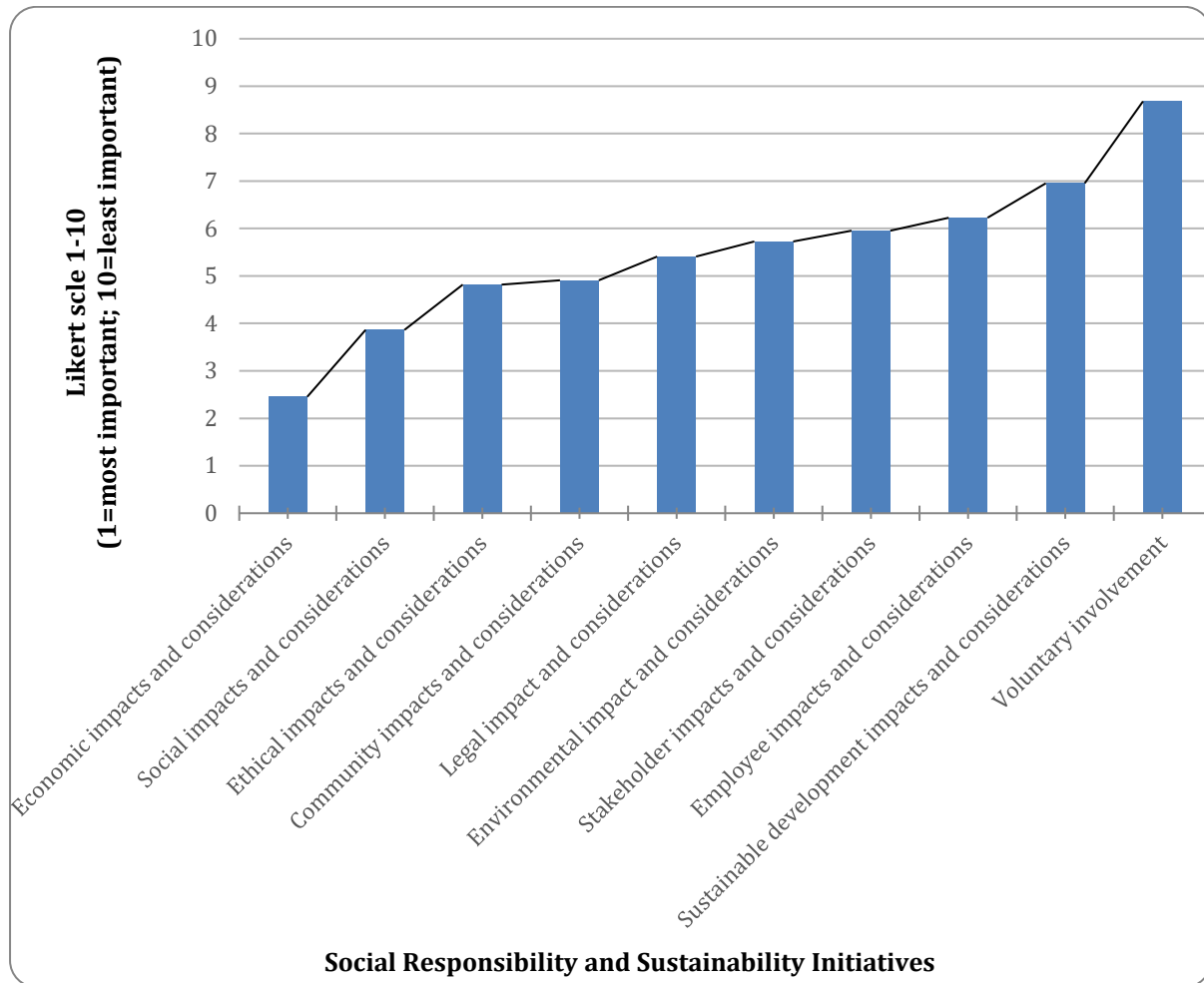


Figure 2: Strength of cultivated attitudes towards sustainability principles

Table 2a: Principles

... impacts and considerations	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Economic	22	1.00	7.00	2.4545	.42501	1.99350	3.974
Social	22	1.00	7.00	3.8636	.40716	1.90976	3.647
Ethical	22	1.00	9.00	4.8182	.48633	2.28111	5.203
Community	22	2.00	10.00	4.9091	.49197	2.30753	5.325
Employee	22	1.00	9.00	6.2273	.46025	2.15874	4.660
Stakeholder	22	2.00	9.00	5.9545	.44370	2.08115	4.331
Sustainable development	22	1.00	10.00	6.9545	.52421	2.45875	6.045
Voluntary	22	3.00	10.00	8.6818	.41292	1.93677	3.751



Legal	22	1.00	10.00	5.4091	.67631	3.17219	10.063
Environmental	22	1.00	10.00	5.7273	.75070	3.52112	12.398

Table 2b: Individual Assessments of ‘Environmental impacts and considerations’

Survey instrument scoring [Likert 10 point scale]	Data: respondent scoring frequency	Grouping scores into 3 levels: 1-3 very important; 4-7 important; 8-10 least important
1	3	
2	3	
3	2	8
4	1	
5	2	
6	2	
7	1	6
8	0	
9	2	
10	6	8

*Q3 (strength of motivation behind social responsibility and sustainability)*

Respondents perceive seven of the ten factors as between ‘significant motivator’ and ‘motivator’, with ‘economic impacts’, being the most significant, followed by ‘social impacts’ and ‘community impacts’ (Figure 3). Respondents perceive ‘voluntary involvement’ to be a weak ‘partial motivator’, somewhat towards being ‘not a motivator’. ‘Environmental impacts and considerations’ is ranked a ‘motivator’ and 4<sup>th</sup>. Similar to Q1 and Q2 responses, there is a broad distribution of perceptions about the importance of ‘environmental impacts and considerations’, spread across three of the four categories (Figure 3, Table 3a).

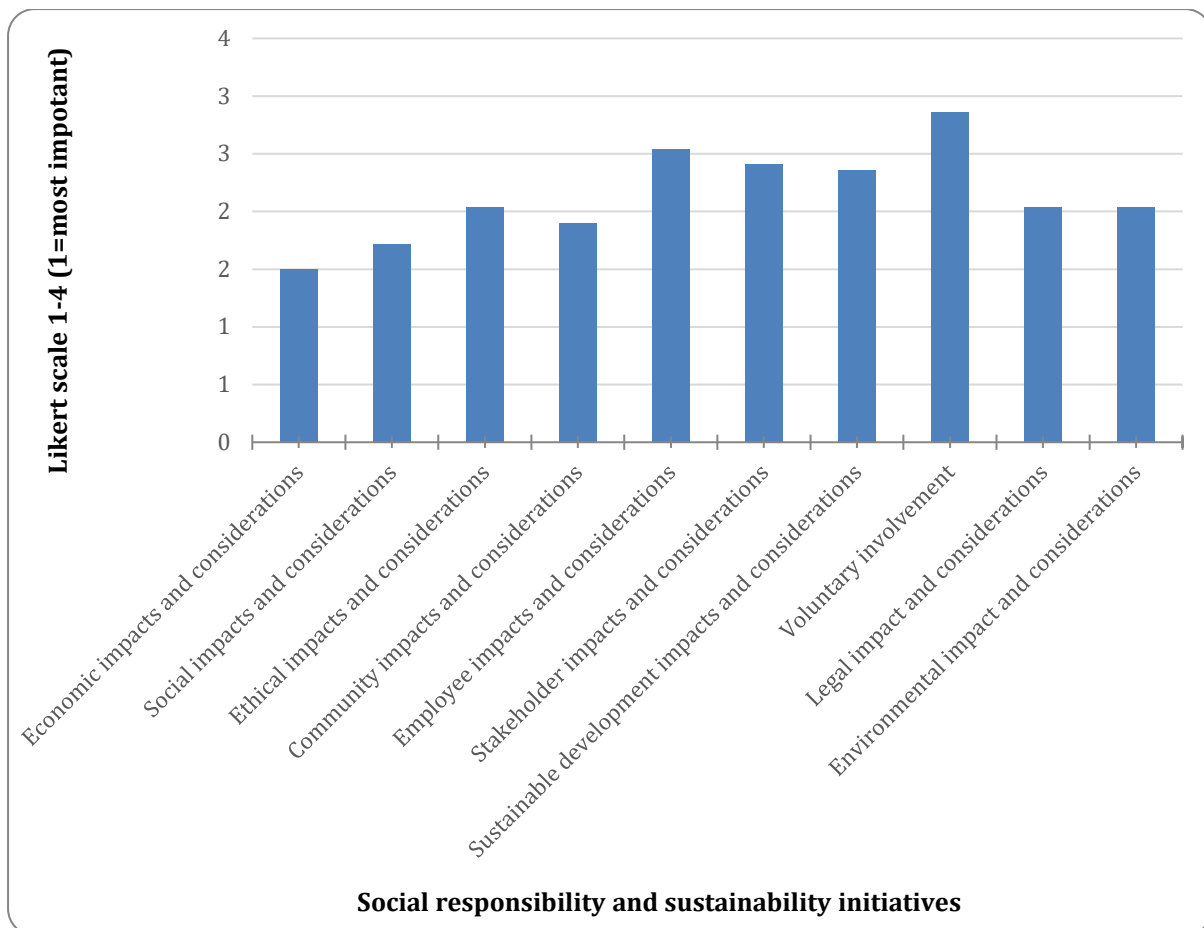


Figure 3: Motivation

Table 3a: Motivation

... impacts and considerations	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Economic	22	1.00	4.00	1.5000	.18317	.85912	.738
Social	22	1.00	4.00	1.7273	.17632	.82703	.684
Ethical	22	1.00	4.00	2.0455	.16745	.78542	.617
Community	22	1.00	3.00	1.9091	.15994	.75018	.563
Employee	22	1.00	4.00	2.5455	.20521	.96250	.926
Stakeholder	22	1.00	4.00	2.4091	.18209	.85407	.729
Sustainable development	22	1.00	4.00	2.3636	.21366	1.00216	1.004
Voluntary	22	2.00	4.00	2.8636	.13636	.63960	.409
Legal	22	1.00	4.00	2.0455	.21297	.99892	.998
Environmental	22	1.00	4.00	2.0455	.19157	.89853	.807

Table 3b: Individual assessments of ‘environmental impacts and considerations’

Survey instrument scoring [order of importance]	Likert Scale	Data: respondent scoring frequency
Significant motivator	1	7
Motivator	2	8
Partial motivator	3	6
Not a motivator	4	1

#### 4.2 ‘Environmental impacts and considerations’

Close examination of individual assessments of this factor (Table 3b) suggests ambivalence in terms of everyday practice (Q1), motivation (Q3), and principles (Q2).

- Q1 (everyday practice): individual assessments are mixed, seeing environmental impacts as somewhat important but not essential (as underscored by ‘sometimes’ and ‘never’).
- Q2 (principles): individual assessments suggest a broad spread from ‘important’ to ‘not important’: 36% of respondents scoring this as important (scores from levels 1+2+3=8), the same proportion scoring this as being of low importance (scores from levels 8+9+10=8), and the remaining 27% scoring this as being of middling importance (scores from levels 4+5+6+7=6).
- Q3 (motivation): individual assessment is varied, with environmental impacts as a ‘significant motivator’ / ‘motivator’ but not essential (as underscored by ‘partial’ and ‘not’).

In all three questions ‘economic impacts’ is followed by one or other social impact consideration:

- Q1: economic; stakeholder; community; ethical; with ‘environmental considerations’ closely following
- Q2: economic; social; ethical; community; environment
- Q3: economic; social; community; ethical, legal, environment [joint 4<sup>th</sup> position]

#### 4.3 Scope of Responsibility and Scale of involvement [Q4, Q5, Q6]

*Q.4 Please comment on the extent to which you agree with the following statements*

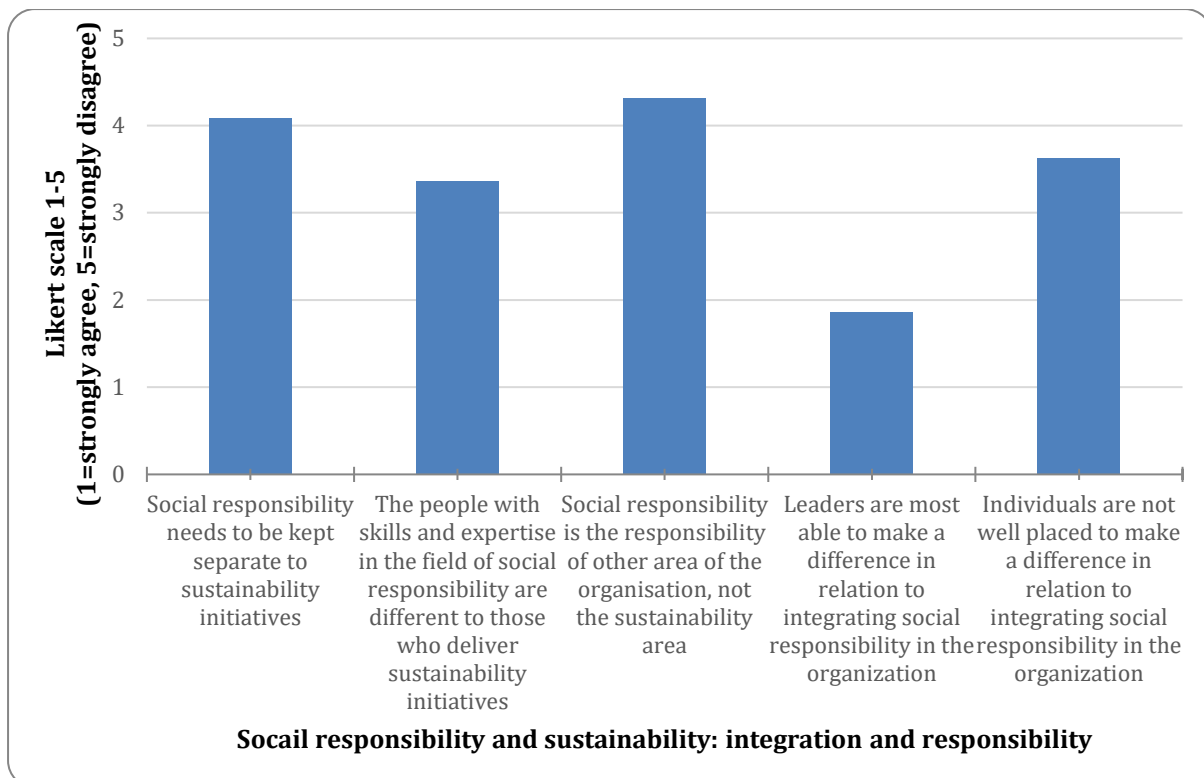


Figure 4: Responsibility for social responsibility and sustainability: integration or differentiation

Table 4: Responsibility for social responsibility and sustainability: integration or differentiation

	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Social responsibility needs to be kept separate to sustainability initiatives	22	1.00	5.00	4.0909	.29358	1.37699	1.896
The people with skills and expertise in the field of social responsibility are different to those who deliver sustainability initiatives	22	1.00	5.00	3.3636	.25942	1.21677	1.481
Social responsibility is the responsibility of other area of the organisation, not the sustainability area	22	2.00	5.00	4.3182	.19054	.89370	.799
Leaders are most able to make a difference in relation to integrating social responsibility in the organisation	22	1.00	3.00	1.8636	.13636	.63960	.409

Individuals are not well placed to make a difference in relation to integrating social responsibility in the organisation	22	2.00	5.00	3.6364	.24215	1.13580	1.290
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As might be expected, there seems an expectation that HEI senior staff is best placed to lead the implementation of social responsibility and sustainability initiatives (Figure 4, Table 4): respondents ‘agree’ that ‘Leaders are most able to make a difference in relation to integrating social responsibility in the organisation’ (Figure 4). Further, there seems to be a readiness (if not expectation) to see social responsibility and sustainability integrated rather than kept as separate areas; respondents ‘disagree’ that,

- Social responsibility needs to be kept separate to sustainability initiatives
- Social responsibility is the responsibility of other areas of the organisation, not the sustainability area
- Individuals are not well placed to make a difference in relation to integrating social responsibility in the organisation

There is no settled view about whether ‘The people with skills and expertise in the field of social responsibility are different to those who deliver sustainability initiatives’, falling between ‘neither agree or disagree’ and ‘agree’ (i.e. between 3 and 4 at 3.36).

*Q.5 In relation to your sustainability initiatives, please tick (1) who you think should be involved and (2) who is involved.*

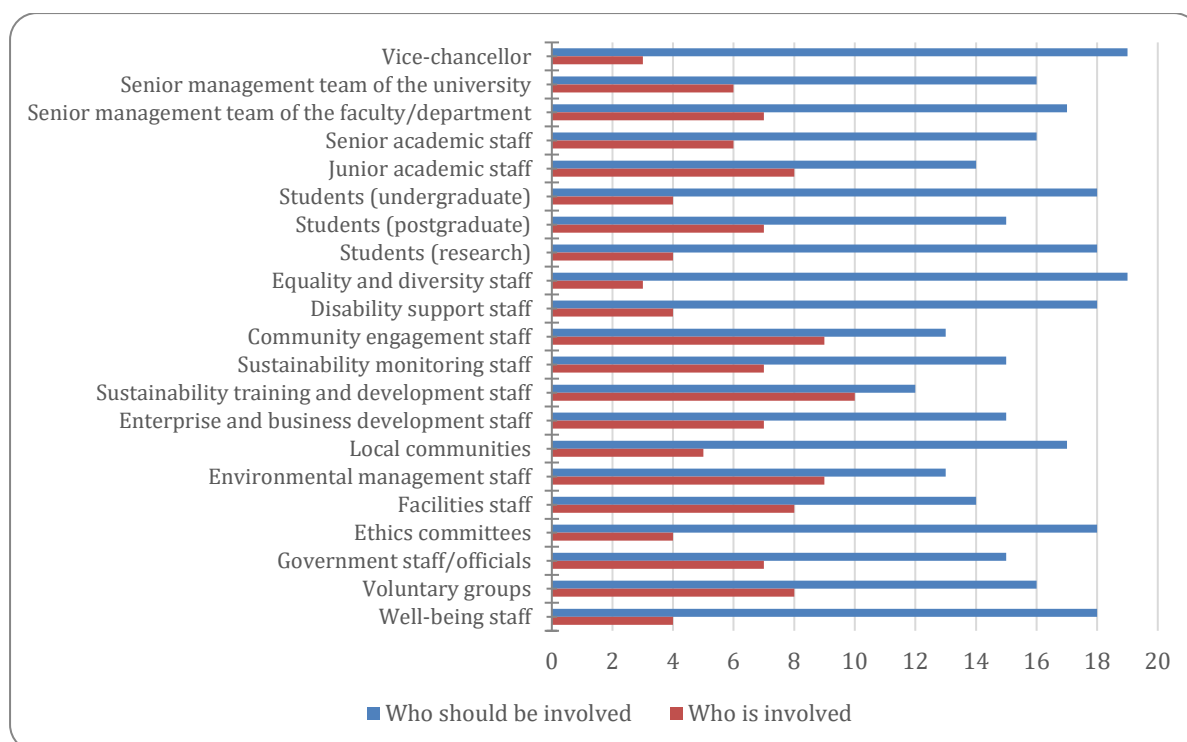


Figure 5: Sustainability Initiatives: Scope of Involvement

Table 5: Sustainability Initiatives: Scope of Involvement

Sustainability: Categories	Who should be involved	Who is involved
Vice-chancellor	19	3
Senior management team of the university	16	6
Senior management team: faculty/department	17	7
Senior academic staff	16	6
Junior academic staff	14	8
Students (undergraduate)	18	4
Students (postgraduate)	15	7
Students (research)	18	4
Equality and diversity staff	19	3
Disability support staff	18	4
Community engagement staff	13	9
Sustainability monitoring staff	15	7
Sustainability training and development staff	12	10
Enterprise and business development staff	15	7
Local communities	17	5
Environmental management staff	13	9
Facilities staff	14	8
Ethics committees	18	4
Government staff/officials	15	7
Voluntary groups	16	8
Well-being staff	18	4

*Q.6 In relation to your social responsibility initiatives, please tick (1) who you think should be involved and (2) who is involved.*

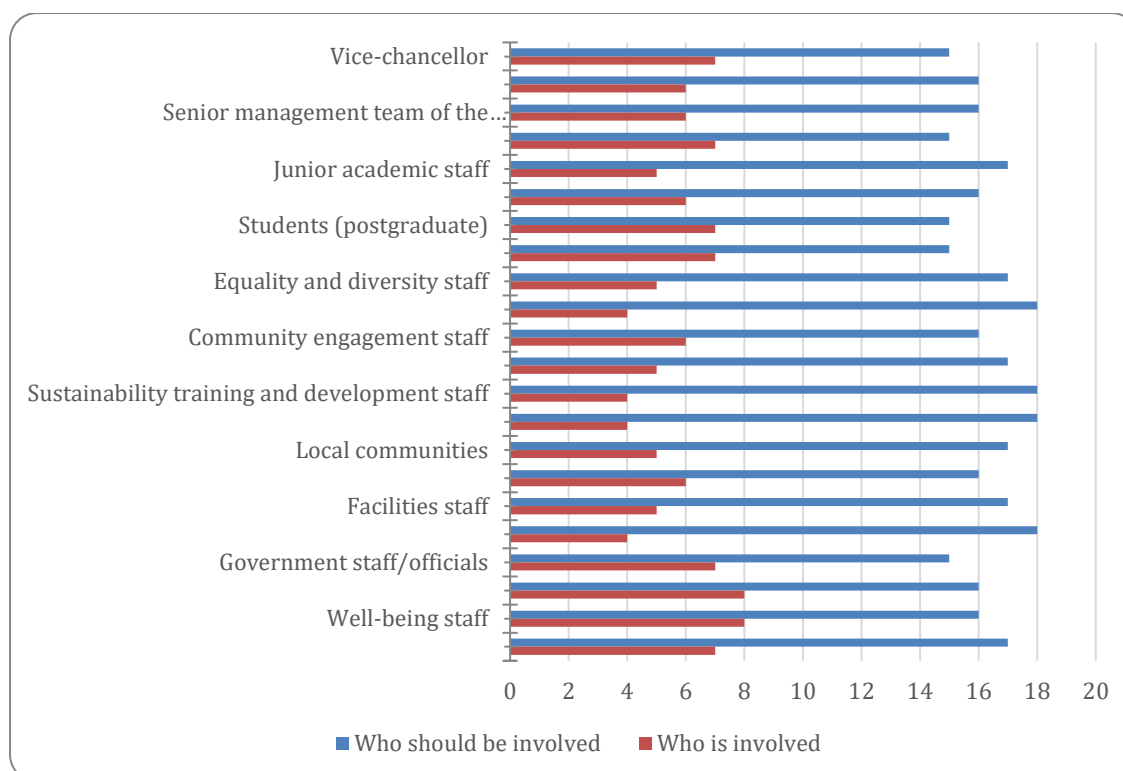


Figure 6: Social Responsibility Initiatives: Scope of Involvement

Table 6: Social Responsibility Initiatives; Scope of Involvement

Social Responsibility: Categories	Who should be involved	Who is involved
Vice-chancellor	15	7
Senior management team of the university	16	6
Senior management team: faculty/department	16	6
Senior academic staff	15	7
Junior academic staff	17	5
Students (undergraduate)	16	6
Students (postgraduate)	15	7
Students (research)	15	7
Equality and diversity staff	17	5
Disability support staff	18	4
Community engagement staff	16	6
Sustainability monitoring staff	17	5
Sustainability training and development Staff	18	4
Enterprise and business development staff	18	4
Local communities	17	5
Environmental management staff	16	6
Facilities staff	17	5
Ethics committees	18	4
Government staff/officials	15	7
Voluntary groups	16	8
Well-being staff	16	8
Other	17	7

Q5 (Figure 5, Table 5) and Q6 (Figure 6, Table 6): There is an expectation that a wide range of personnel should be involved in social responsibility and sustainability initiatives, with marginally more respondents seeing a need for organisation-wide involvement in social responsibility compared with sustainability. The most striking observation is the perception that those ‘who should be involved’ is dramatically higher than those ‘who [are] involved’: 2.5 times for S, and 2.9 times for social responsibility.

Some stakeholder groups were perceived as having very low involvement in sustainability (in contrast to should have) (Figure 5/Table 5): Vice Chancellor (score of 3/22); Ethics Committee; Wellbeing Staff, scoring 3/22. Sustainability Training and Development Staff received the highest score (10/22), which is close to the level of involvement expected of them (12). Similarly, many stakeholder groups were perceived as having low involvement in social responsibility (Figure 6/Table 6), scoring 8 or less out of 22, with some scoring 4 or 5.

#### 4.4 Potential Barriers and Organisation Structural Conditions [Q7 – Q10]

*Q.7 Which of the following are [non-organisational] barriers of integrating social responsibility into your organisation’s sustainability initiatives?*

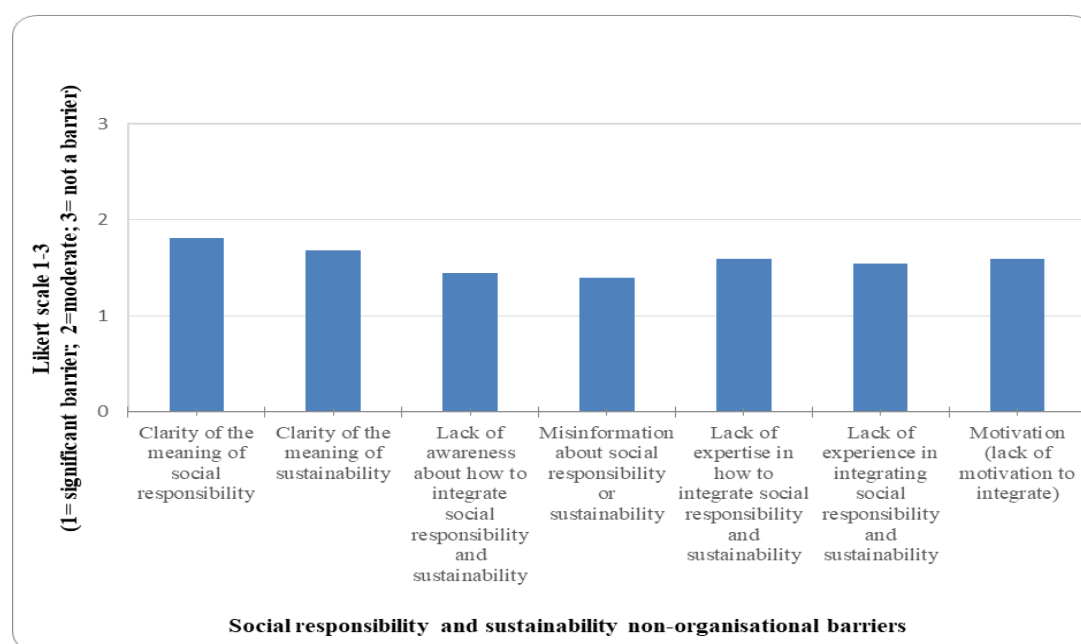


Figure 7: Non-organisational barriers



Table 7: Non-organisational barriers

	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Clarity of the meaning of social responsibility	22	1.00	3.00	1.8182	.16950	.79501	.632
Clarity of the meaning of sustainability	22	1.00	3.00	1.6818	.13780	.64633	.418
Lack of awareness about how to integrate social responsibility and sustainability	22	1.00	3.00	1.4545	.14305	.67098	.450
Misinformation about social responsibility or sustainability	22	1.00	3.00	1.4091	.14202	.66613	.444
Lack of expertise in how to integrate social responsibility and sustainability	22	1.00	3.00	1.5909	.14202	.66613	.444
Lack of experience in integrating social responsibility and sustainability	22	1.00	3.00	1.5455	.15746	.73855	.545
Motivation (lack of motivation to integrate)	22	1.00	3.00	1.5909	.12586	.59033	.348

The non-organisational barriers tend towards being ‘moderate’ rather than ‘significant’ (Figure 7, Table 7). In this group ‘clarity of the meaning of social responsibility’ and of ‘sustainability’ present the lowest barriers although a score of 1.68 for the latter (sustainability) suggests respondent comfort with this area is trailing behind that of social responsibility (1.81). At the other end of the spectrum ‘misinformation about social responsibility or sustainability’ (1.4) and ‘lack of awareness of how to integrate social responsibility and sustainability’ (1.45) present the highest barriers, between ‘significant’ and ‘moderate’ (i.e. between 1 and 2). This suggests that although there are a lot of information and resources available in the public domain (and not tied to organizational sources), misinformation represents an ongoing challenge to building coherence and consensus in HEI implementation and integration of social responsibility and sustainability.

*Q.8 Which of the following are organisational barriers of integrating social responsibility into your sustainability initiatives?*

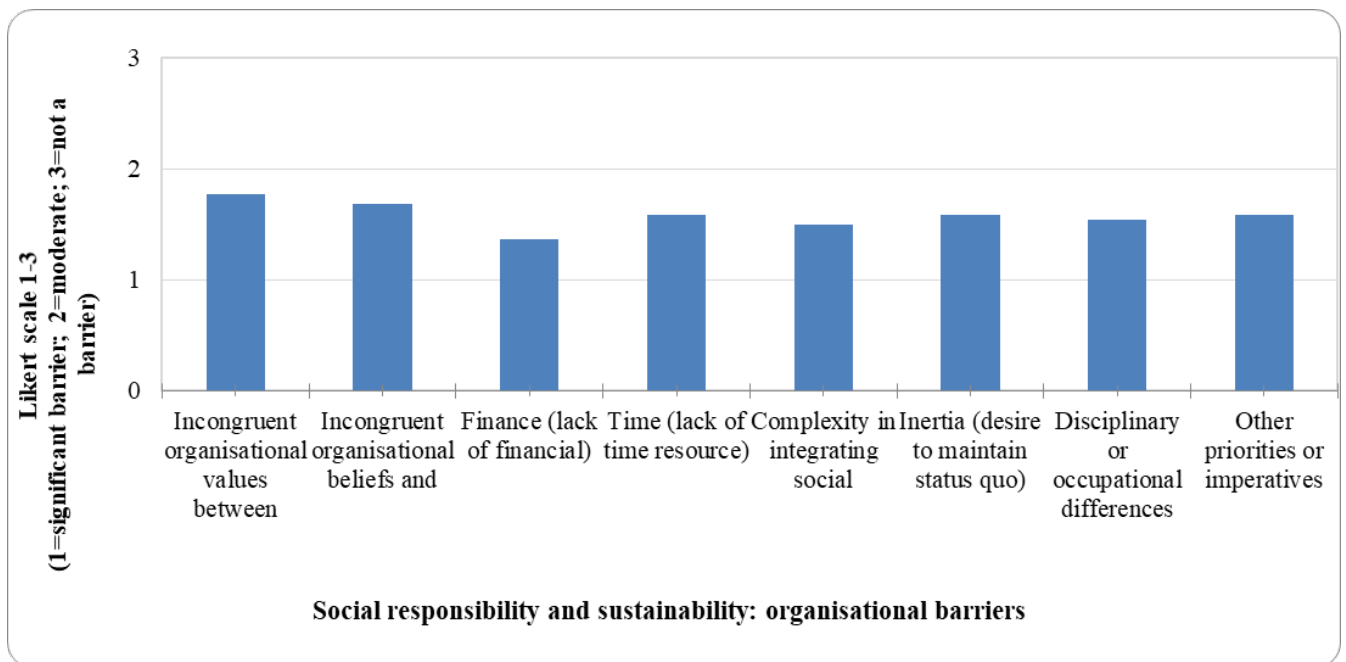


Figure 2: Organisational barriers

Table 8: Organisational barriers

	Statistic	Minimum	Maximum	Mean		Std. Deviation	Variance
		Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Incongruent organisational values between social responsibility and sustainability	22	1.00	3.00	1.7727	.16025	.75162	.565
Incongruent organisational beliefs and assumptions between social responsibility and sustainability	22	1.00	3.00	1.6818	.15270	.71623	.513
Finance (lack of financial resource)	22	1.00	3.00	1.3636	.14028	.65795	.433
Time (lack of time resource)	22	1.00	3.00	1.5909	.14202	.66613	.444
Complexity in integrating social responsibility and sustainability	22	1.00	3.00	1.5000	.15777	.74001	.548
Inertia (desire to maintain status quo)	22	1.00	3.00	1.5909	.14202	.66613	.444
Disciplinary or occupational differences	22	1.00	3.00	1.5455	.12703	.59580	.355
Other priorities or imperatives	22	1.00	3.00	1.5909	.12586	.59033	.348

Evidence suggests that organisational barriers are tending toward being ‘moderate’ rather than ‘significant’, the most ‘significant’ factor being the ‘lack of finance’ (1.36) (Figure 8, Table 8). Encouragingly, ‘incongruent organisational values...’ and ‘incongruent beliefs and assumptions...’ are perceived as presenting the lowest barriers in this group, scoring ‘moderate’ (values = 1.77, beliefs and assumptions = 1.68). All other factors of ‘time’, ‘complexity’, ‘inertia’, and ‘disciplinary ... differences’ almost uniformly are seen as midway between ‘moderate’ and ‘significant’ barriers’ (Figure 8).

*Q. 9 Please comment on the extent to which you agree with the following statements:*

There is a broad agreement with the statements, but it is not strong (Figure 9, Table 9a).. This question has two dimensions. One comprises four types of initiatives; the other comprises social responsibility and sustainability (Table 9b).

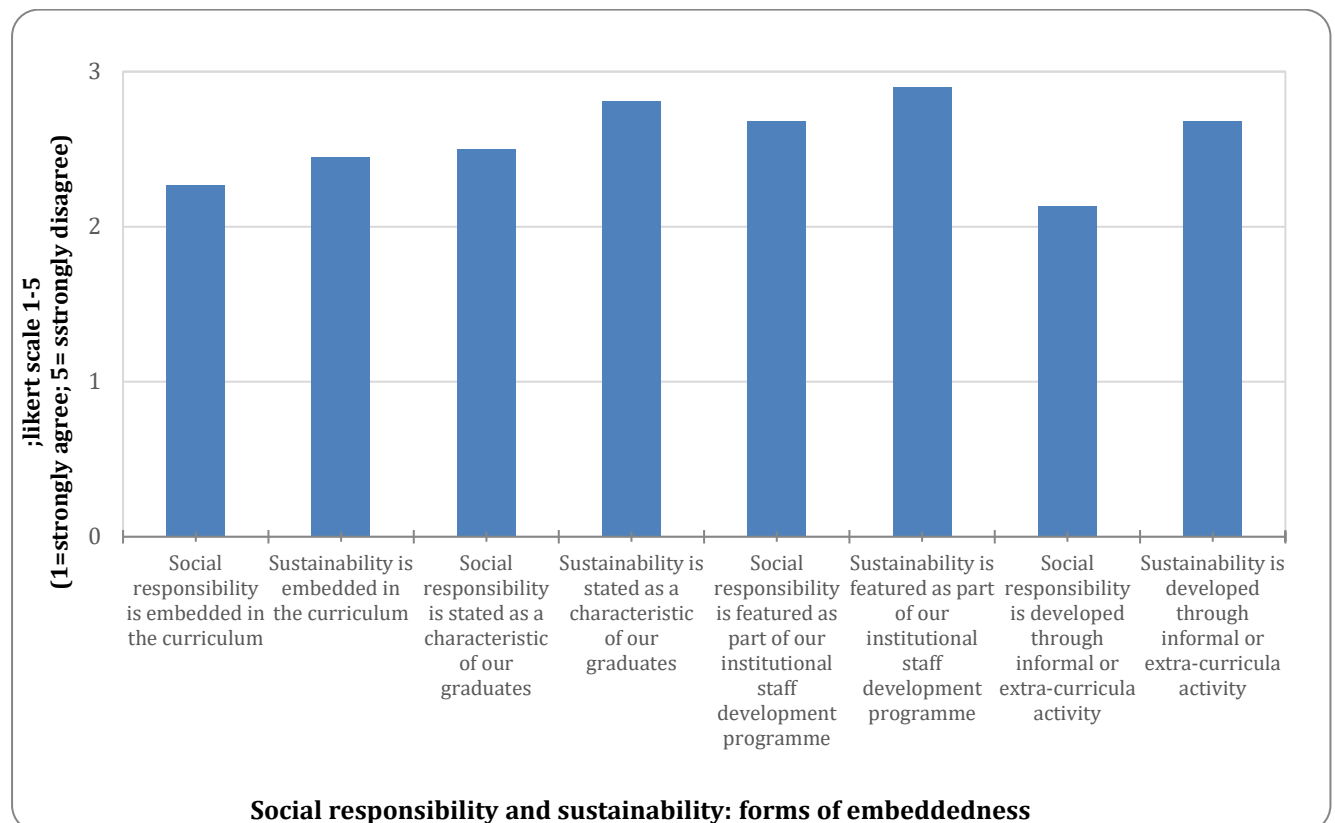


Figure 9: Embeddedness of social responsibility and sustainability

Table 9a: Embeddedness of social responsibility and sustainability

	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Social responsibility is embedded in the curriculum	22	1.00	5.00	2.2727	.22001	1.03196	1.065
Sustainability is embedded in the curriculum	22	1.00	5.00	2.4545	.28473	1.33550	1.784
Social responsibility is stated as a characteristic of our graduates	22	1.00	5.00	2.5000	.21572	1.01183	1.024
Sustainability is stated as a characteristic of our graduates	22	1.00	5.00	2.8182	.26017	1.22032	1.489
Social responsibility is featured as part of our institutional staff development programme	22	1.00	5.00	2.6818	.27435	1.28680	1.656
Sustainability is featured as part of our institutional staff development programme	22	1.00	5.00	2.9091	.28611	1.34196	1.801
Social responsibility is developed through informal or extra-curricula activity	22	1.00	5.00	2.1364	.24877	1.16682	1.361
Sustainability is developed through informal or extra-curricula activity	22	1.00	5.00	2.6818	.28213	1.32328	1.751

Table 9b: Embeddedness of social responsibility and sustainability: Initiatives [drawn from Q9]

	Initiatives Social Responsibility/Sustainability is:	SR initiatives coding: [1+2   3   4+5] =22	Sustainability initiatives coding: [1+2   3   4+5] =22
1	Embedded in the curriculum?	12   9   1	13   5   4
2	Stated as a characteristic of our graduates?	12   7   3	9   8   5
3	Featured as part of our institutional staff development programme?	10   6   6	9   5   8
4	Developed through informal or extra-curricula activity?	17   1   4	13   1   8

Likert scale 1-5: strongly agree (1) | agree (2) | *neutral* (3) | disagree (4) | strongly disagree (5)

Agreement seems stronger in all four areas under social responsibility initiatives, compared with perceptions around sustainability initiatives: the span of agreement for social responsibility (17 to 12) is higher than for S (13 to 9).

There is a similar level of moderate agreement that corporate social responsibility and sustainability are ‘embedded in the curriculum’, and ‘featured as part of our institutional staff development programme’. Agreement is pronounced in one area, that ‘social responsibility is developed through informal or extra-curricula activity’, with little disagreement and minimal non-commitment (uncertainty). Opinion is much more divided on whether this is the case for sustainability initiatives.

Division is strongest (i.e. both agreement and disagreement) on whether initiatives 3 and 4 apply to sustainability; there is weaker disagreement on whether these initiatives exist within corporate social responsibility.

*Q.10 In terms of your organisation’s sustainability initiatives*

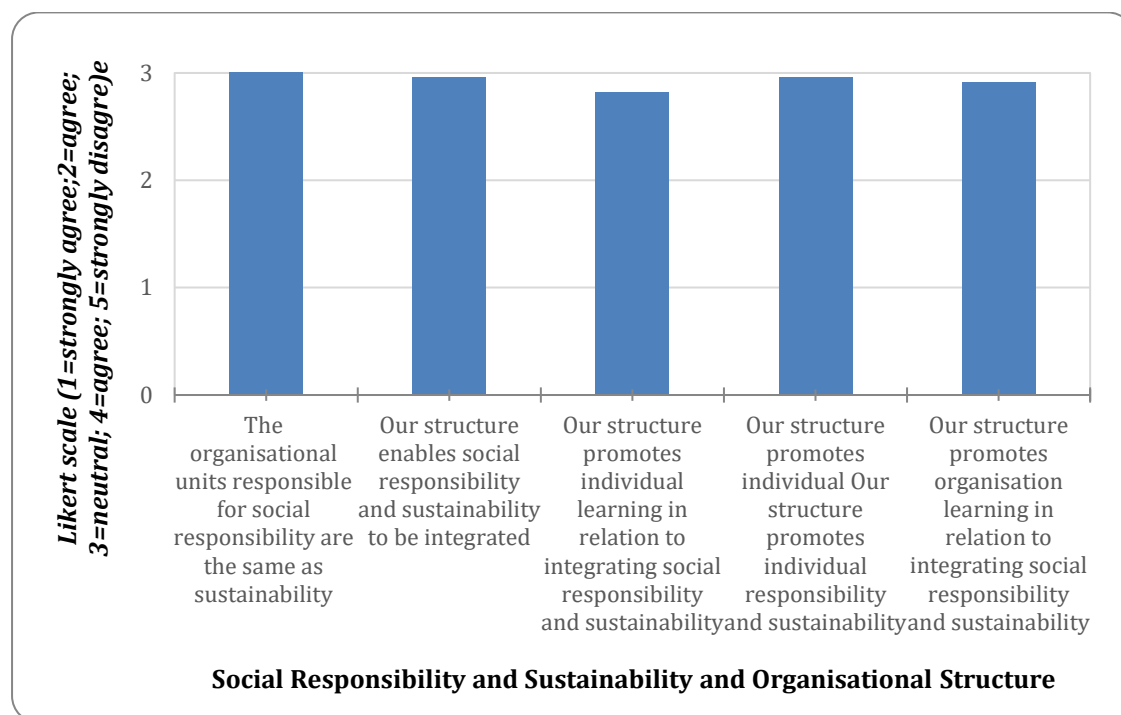


Figure 10: Structure and Integration of social responsibility and sustainability

Table 10a: Structure and Integration of social responsibility and sustainability

	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
The organisational units responsible for social responsibility are the same as sustainability	22	1.00	5.00	3.1818	.29889	1.40192	1.965
Our structure enables social responsibility and sustainability to be integrated	22	1.00	5.00	2.9545	.27506	1.29016	1.665
Our structure promotes individual learning in relation to integrating social responsibility and sustainability	22	1.00	5.00	2.8182	.25172	1.18065	1.394
Our structure promotes individual responsibility and sustainability	22	1.00	5.00	2.9545	.23241	1.09010	1.188
Our structure promotes organisation learning in relation to integrating social responsibility and sustainability	22	1.00	5.00	2.9091	.22706	1.06499	1.134

In aggregate terms respondents ‘neither agree or disagree’ regarding these initiatives, as the average score for each initiative hovers around ‘3’ (Figure 10, Table 10a). However, this aggregate score masks divergent responses, with the mid position of ‘neither agree or disagree’ (3) having value in its own right and distinct from comparatively strong responses both below (1 and 2) and above (4 and 5) the mid score on each initiative. Grouping scores into three (1,2 | 3 | 4,5) highlights this division

Table 10b: Bifurcation of views on Social Responsibility and Sustainability within Organisational Structure [drawn from Q10]

Initiatives*	Strongly agree [1] + agree [2]	neither agree or disagree [3]	Disagree [4] + strongly disagree [5]
1	(4+3) = 7	4	(7+4) = 11
2	(3+6) = 9	5	(5+3) = 8
3	(3+6) = 9	7	(4+2) = 6
4	(2+5) = 7	9	(4+2) = 6
5	(2+5) = 7	10	(3+2) = 5

#### Initiatives

- 1 The organisational units responsible for social responsibility are the same as sustainability;
- 2 Our structure enables social responsibility and sustainability to be integrated;
- 3 Our structure promotes individual learning in relation to integrating social responsibility and sustainability;
- 4 Our structure promotes individual responsibility and sustainability;
- 5 Our structure promotes organisation learning in relation to integrating social responsibility and sustainability.

The pattern in Table 10b shows varying degrees of divergent perceptions, being more marked in relation to initiatives 1 and 2 (and a less non-committal segment), and less divergent in relation to initiatives 4 and 5 (and so with a larger non-committal segment).

It is possible to see the responses to the question as bifurcated. There is clear disagreement with statement 1 (score of 11 accounting for 50% of the sample), but there is also sizeable agreement (accounting for about 32% of the sample), with about 18% not committing to either agree or disagree.

With initiative 2, there is both clear agreement (40%) and disagreement (36%), with those not committing either way accounting for about 23%.

Responses to initiative 3 show increased doubt and reduced 'disagreement': 41% agree, 32% disagree, and 27% cannot decide. Still there is clear agreement and clear disagreement.

Responses to initiative 4 again demonstrate both clear agreement (32%) and clear disagreement (27%) (albeit smaller compared with initiatives 1 and 2), but also a much stronger non-committed proportion of responses (41%).

Perceptions around initiative 5 suggest the strongest level of doubt (45%). Those agreeing or disagreeing account for 32% and 23% respectively, which still represent substantial levels of divergence, but the level of doubt has grown as the level of disagreement has shifted down.

## 5. Discussion

Various authors have noted that HEIs are well placed to educate society about the need for better management of natural resource consumption (Bernheim, 2003; Lozano, 2006; Wals, 2014; Gamage and Sciulli, 2016), through leading by example (Carroll and Shabana, 2010) and educating future leaders (through the curriculum) (Felton and Sims, 2005; Sherman and Hansen, 2010; Tilbury, 2011).

Also, a recent volume produced by a team from the European School of Sustainability Science and Research on social responsibility and sustainability, documents a wide range of experiences in this field (Leal Filho 2019). However, the evidence from this study (*Results and Analysis, Practices and Principles*) shows 'economic impacts and considerations' are the most significant concern, both in

practice (i.e. perceptions of what HEIs do as everyday practice) and in principle (i.e. perceptions of what HEIs should prioritise). Further, the ordering of factors shows ‘social’ elements (stakeholder, community, social) receive higher scores than ‘environmental’ considerations. In addition, the perceived relative importance of ‘sustainable development’ as a distinct entity is very low relative to what might be regarded as its constituent parts (economic, social and environmental factors) [see ‘limitations and weaknesses’].

Theoretically, despite significant developments to re-orient HEIs towards a ‘sustainable development’ agenda, the results suggest that there is still a predominant focus on economic framings and decision making within HEIs at the expense of other elements. In particular, economic framings and considerations are seemingly more significant in decision making than other factors including social responsibility and sustainability. Our findings suggest that in preparing HEI strategic and operational plans, the prioritization of ‘economic impacts and considerations’ above all other considerations remains secure, even as social responsibility and sustainability have become established ideas informing institutional missions and policies. The cocktail of economic, social, and environmental considerations that constitute social responsibility and sustainability has not transformed HEI strategy formulation away from the primacy of economic considerations. Rather, institutional attitudes and behaviour accommodate the addition of social and environmental considerations as part of their strategic plans. Further, HEIs are perceived as prioritising social factors, especially external stakeholder/community interests, above environmental considerations, both in principle and in practice.

This research evidence is consistent with Sammalisto and Arvidsson’s (2005), Whitehouse (2003), and Fifka (2009) findings that there is significant variation within and among HEIs about what constitutes sustainability and social responsibility. However, respondents think that social responsibility has progressed further than sustainability along the integration journey (*Results and Analysis, Potential Barriers and Organisation Structural Conditions, Q9*), in terms of being embedded in the curriculum, as a characteristic of graduates, in staff development programmes, and in extra-curricular initiatives. This study finds that variation in perceptions manifest themselves in diverse ways: as barriers, as staff/stakeholder expectations and in the role of structures. Firstly, respondents are less concerned with ‘clarity of the meaning of social responsibility’ and of ‘sustainability’ and more concerned about



‘misinformation about social responsibility or sustainability’ and ‘lack of awareness of how to integrate social responsibility and sustainability’ (*Results and Analysis, Potential Barriers and Organisation Structural Conditions, Q7*). Secondly, there are significant differences in staff/stakeholders responses: the belief of who should be involved, against who they think is involved in social responsibility and sustainability initiatives (*Results and Analysis, Scope of responsibility and Scale of involvement, Q5, Q6*). Thirdly, the research findings show clear agreement, and at the same time clear disagreement, about whether existing organisational structures help or hinder the integration of social responsibility and sustainability, enable individual participation, or facilitate learning (individual and organisational) (*Results and Analysis, Potential Barriers and Organisation Structural Conditions, Q10*). Such divergent perceptions may reflect a belief that some institutions are developing (or have developed) work organisation policies and structures that integrate social responsibility and sustainable development. Further, perceptions to initiatives 1 and 2 are more divided and show less doubt, compared with responses to initiatives 4 and 5, where there is more doubt. This greater doubt may suggest uncertainty about whether existing structures help or hinder learning (individual and organisational). While agreement is relatively stable and strong, across all initiatives, the level of disagreement seems to reduce while the degree of uncertainty moves up. That is, responses suggest stronger ambivalence regarding questions on individual responsibility and learning (individual and organisational), even as the level of agreement remains strong.

These variations and divergences go some way toward explaining observations by others of the fragmented approach of university social responsibility and sustainability implementation systems. (Lee et al., 2013; Milutinovic and Nikoli, 2014; Sammalisto et al., 2015; Vagnoni and Cavicchi, 2015; Baker-Shelley et al., 2017). The variation and divergence in perceptions identified in this research may emerge from the fragmented approaches in HEI social responsibility and sustainability implementation. In particular, evidence from this study (*Results and Analysis, Potential Barriers and Organisation Structural Conditions, Q10, initiatives 1 and 2*) suggests some HEIs are recognised for pursuing an integrated approach to social responsibility and sustainability in the sense of having common working teams and structures. The evidence is equally strong that other HEIs are lacking a coherent organisational framework. (*Q10, initiatives 3, 4, 5*). Moreover, perceptions are mixed about whether

organisational structures promote individual or organisational learning with respect to social responsibility and sustainability integration, or even help individuals participate fully in social responsibility and sustainability. This is consistent with findings from previous studies such as Friman et al.'s (2018) when performing cross country comparison work,

Despite challenges within HEIs around clarity of meaning, misinformation, misconceptions, barriers, and divergent views on whether existing organisation structures help or hinder integration, this research finds evidence of HEIs pursuing multi-level integration strategies (*Results and Analysis, Potential Barriers and Organisation Structural Conditions, Q9*) of the kind proposed by Setò-Pamies and Papaoikonomou (2016), involving institutional, curricula, and instrumental mechanisms. However, variation in perception regarding achievements in social responsibility compared with sustainability is also found. There is broad agreement that social responsibility is embedded more firmly in the curricula; is a characteristic of graduates; is a feature of institutional staff development; and is an informal extra-curricula activity. Perceptions are much more divided on the achievements of sustainability initiatives, in particular on institutional staff development and extra-curricula activity. Theoretically, this highlights an ongoing distinction and separation with the two concepts in organisational practice.

The extent to which individuals and organisations are likely to make this distinction raises policy implications for how HEIs respond to a weak commitment to environmental ethics and which are likely to manifest in many areas, noted earlier: organisational values and beliefs, corporate governance (Ntim and Soobaroyen, 2013), assessment of institutional quality (Weerts and Sandemann, 2010), and institutional reputation and customer satisfaction (Saeidi, Sofian, Saeidi, Saeidi and Saeidi, 2015).

Drawing on Sammalisto and Arvidsson (2005), one task for such an approach would be to look for ways of unifying perceptions of, and strategies for institutionalizing, social responsibility and sustainability.

## 6. Conclusions and implications for HEI strategy and policy

Theoretically, this paper has highlighted the ongoing relative positioning of economic factors within HEIs, despite significant progress towards sustainable development which aims to re-orient HEIs

towards a more integrated form of decision making and action taking. While there is evidence of progress in the integration of social responsibility and sustainability, there is also evidence that more work needs to be done. In particular, the relatively low ranking of environmental impacts and considerations may suggest that HEIs distinguish between the economic benefits of environmental stewardship and environmental ethics, thereby elevating the former to economic impacts and considerations, while relegating the latter. This distinction might reasonably emerge where HEIs experience financial difficulty, or as systemic consequence of management and reporting systems that (commonly) prioritise quantifiable performance indicators. The paper has one limitation in that a far larger sample would be needed to allow definitive conclusions, but the data gathered has identified a set of trends.

For instance, the results gathered as part of this study suggest that much work is needed to further embed (deepen, transform, and systematize) social responsibility and sustainability. These could be achieved by exploring mechanisms for effectively engaging HEI leadership (to take more responsibility) and encouraging all staff to see social responsibility and sustainability as common purpose. These two spheres of responsibility (social responsibility and sustainability) should be seen as strategically important and be manifest as both operational and curricula concerns. The introduction of meaningful and appropriate key performance indicators for all staff is necessary, not by way of any top down imposition, but through organization-wide champions and consensus building.

The paper has also two main implications. The first is that the paper has highlighted how HEI diversity, fragmentation, and complexity may have a role in providing an overarching framework to organise towards a more holistic consideration of alternative considerations. Secondly, it shows that coherence at the institutional policy level is needed, in order to shape and steer the sustainable development work of HEIs set at the national level. The findings also highlight a number of divergent perceptions: between principles and practice; about which stakeholder should be involved versus which are believed to be involved; and whether existing HEI structural arrangements help or hinder integration. In contrast, the interpretation and value of social responsibility and sustainability depend not only on generic definitions and approaches, but also on the contexts (internal and external

influences) of particular HEIs, as well as their organisational arrangements and hierarchies. Therefore, a broader understanding of the local context is important in appreciating the divergent patterns of behaviour and attitudes found in this study.

Indeed, this provides directions and lines of enquiry for further research beyond this immediate study: because of the diversity, fragmentation, and complexity in contemporary HEIs, additional research could extend the limited number of responses in this study and help identify the more nuanced implementation of the sustainability and social responsibility agendas. As part of this, such work might also help elucidate a more nuanced interpretation of any overlapping territories of the two agendas in practice as well as the more specific areas of tension and conflict. Within such analyses, and following on other comparison works, a greater scope could be developed to better understand the differences spanning across different countries, cultures and higher education systems.

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